Lincoln Bishop University

Education, Health and Lifelong Learning

Foundation Degree (Arts) Early Childhood Education

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	7 July 2025
2	**Next Scheduled Review Date: [Month/Year]**	July 2030
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2026
4	**Version Number**	v1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Lincoln Bishop University

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Foundation Degree (Arts) Early Childhood Education	
1a	**Programme Code**
FDECEB_1.0	
2	**Brief Summary (for Marketing Purposes)**

The Foundation Degree is a blended, work-based programme that combines practical learning with live online teaching and occasional campus sessions. You will attend online classes twice a week in real time, with five in-person teaching days across the academic year, making it possible to continue working or volunteering while you study.

Over the two-year programme, you will build on your existing experience of working with young children and apply it to your studies. In your first year, you will gain an introduction to studying at university level, explore how children learn, and examine how your practice supports the needs of children. You will also reflect on your role within the early years sector to support your professional development, while studying key topics such as child development and social interactions to strengthen your practical knowledge.

In your second year, you will explore important topics such as inclusion, equality, and diversity, as well as how to support the development and learning of young children. You will also learn about different approaches to teaching (pedagogy) and how to reflect on your own practice. During the two-year programme, you will also have opportunities to work alongside students from related courses, such as those based in schools or youth work. This collaboration will help you broaden your understanding of working with learners across a range of ages and settings and strengthen your future career prospects.

Throughout the programme, the Foundation Degree in Early Childhood Education meets the full and relevant criteria set by the Department for Education, as well as the Graduate Competency requirements of the Early Childhood Studies Degree Network. This means that, after successfully completing the BA (Hons) Early

Childhood Education (with Graduate Practitioner), students have the opportunity to gain a recognised professional accreditation within the early years sector.

Students may also choose to progress onto the BA (Hons) Early Childhood Education without the Graduate Practitioner option. This route still meets the full and relevant criteria set by the Department for Education. In addition, there are pathways into teaching, including the opportunity to complete a top-up course in Primary Teaching Studies with Qualified Teacher Status (QTS).

3	**Awarding institution**	Lincoln Bishop University		
3a	**Programme Length**	**Full-Time** 2 years		**Part-Time** N/A
3b	**Mode(s) of Study**	Blended Full-time		
4	**Home Academic Programme Portfolio**	Education, Health and Lifelong Learning		
5	**HECoS/UTT/UCAS code(s)**	**HECoS/CAH2** 100463/ (CAH15-04-02)	**ITT**	**UCAS code** LX51 (BGU)
6	**Framework for HE Qualifications position of final award(s)**	Diploma (Level 5)		
7	**Alignment with University Credit Framework**	Undergraduate		
8	**Compliance with University Assessment Regulations**	Academic Regulations Governing Taught Qualifications		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	The programme enables a direct route from Foundation degree to the associated bachelor's degree. • BA (Hons) Early Childhood Education • BA (Hons) Early Childhood Education (Graduate Practitioner*)		

Awards

10	**Final Award title(s)**	Foundation Degree Early Childhood Education
10a	**Exit or Fall back Award title(s)**	Certificate of Higher Education in Early Childhood Education (Level 4)
10b	**Pathway**	
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		n/a	n/a
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		None	None

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	The Early Childhood Studies Degree Network Graduate Practitioner Competencies (please note, this is a voluntary group that does not access, accredit or regulate programmes).
15	Date and outcome of last PSRB approval/accreditation	NA
16	Expiry Date of PSRB approval	NA

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

For clarity, there are three associated routes: Childhood, Youth and Families, Teaching and Learning and Early Childhood Education. These bring together three distinct but interconnected areas, these are a unique selling point of the programme.

The programme outcomes of the Foundation Degree (FdA) Early Childhood Education in Practice are aligned and mapped with the QAA level descriptors for Level 4 and 5 Foundation Degrees (QAA, 2020;2024) and QAA Subject Benchmark for Early Childhood Studies (2022).

The FdA Early Childhood Education programme has applied the Level 4 and 5 descriptors set out in the UK Quality Code (2024, pp.16 and 18) and the Characteristics Statement for Foundation Degrees (2020, pp.3 and 4) within the construction of the Final Award Learning Outcomes (*see section 19*) that are then mapped into the modules studied (*see Section F*) to ensure that students are assessed to meet the descriptor in full. In addition, each of the learning outcomes within the course modules relates to the QAA Subject Benchmarks for Early Childhood Studies (2022).

The Characteristics Statement for Foundation Degrees (2020) has been closely referred to in the design of the programme to acknowledge and draw from the learning that takes place within the workplace and develops learners' transferable skills across modules through a variety of assessment strategies (see Section 24).

- QAA (2020). Characteristics Statement Foundation

- QAA (2024). The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

- QAA (2022) Subject Benchmark for Early Childhood Studies.

18	Programme Aim

The FdA Early Childhood Education programme aims to:

- Provide students with the skills, knowledge and insight to enable them to make a contribution to the learning, development and support of the children, young people and communities with whom they work.

- Present opportunities for students to develop personally and professionally to meet their future and current aspirations.

- Prepare students for progression and further study at BA (Honours) level.

19	Programme Specific Outcomes

(a) **Final Award Learning Outcomes**

On successful completion of FdA Early Childhood Education, students will be able to:

Knowledge & Understanding (KU)

KU1: Demonstrate detailed knowledge and critical understanding of well-established theories and issues relating to the support and learning development of children, young people, families and communities.

KU2: Critically analyse, synthesise, and evaluate a range of concepts and apply it both to and outside their immediate context of working with children, young people, families, and communities.

KU3: Through work-based practice and through reflection on practice, demonstrate skills and understanding as reflective practitioners.

KU4: Evaluate evidence, arguments and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity and limits of knowledge; recognising the importance of citations.

Subject-specific & Professional Skills (SPS)
Early Childhood Subject-Specific and Professional Skills (aligned with QAA Benchmark Statements for Early Childhood Studies, 2022)

SPS1: Demonstrate an ability to reason clearly, understand the role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject area of Early Childhood.

SPS2: Demonstrate a strong knowledge and understanding to reflect on the ethics of studying babies and young children, families and communities and recognise and challenge inequalities and social justice in society and to embrace anti-bias and anti-oppressive approaches.

SPS3: Demonstrate initiative and personal responsibility to plan for, and where appropriate implement and support, children's holistic development, health, well-being, protection and safety, play, the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being and the conditions which enable them to flourish.

SPS4: Demonstrate a well-developed ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders to work collaboratively with others in early-childhood contexts.

Intellectual Skills (IS)

IS1: Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families and communities.

IS2: Effectively demonstrate the communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.

IS3: Present a variety of theoretical perspectives and justify a well-informed and analytical point of view.

Transferable Skills (TS)

TS1: Demonstrate and acquire key professional skills, competencies, practices and values and understand how these influence analysis and interpretation of learning in the workplace.

TS2: Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issues and problem solve through synthesis, evaluation, and analysis of problems and solutions.

TS3: Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary and present the information to others in appropriate forms, including having a sense of audience.

TS4: Use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.

20	Exit Award Learning Outcomes

Learning outcomes for Cert.HE (Level 4):
Students awarded the Certificate of Higher Education will be able to:

- Demonstrate knowledge and understanding of well-established theories and issues relating to the support and learning development of children, young people, families and communities.
- Demonstrate knowledge of analysis and evaluate concepts and the application both to and outside their immediate context of working with children, young people, families, and communities.

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

	Semester 1 Modules
Block 1￼ September-November	PRP407B_1.0￼ Tools for Learning￼ 30 credits
Block 2￼ November -January	PRP408B_1.0￼ Exploring Educational Contexts￼ 30 credits

	Semester 2 Modules
Block 3￼ January -March	PRP404B_1.1￼ Individual in Society￼ 30 credits
Block 4￼ March -May	PRP409B_1.0￼ Working Together in Practice￼ 30 credits

Level 5 – 120 credits

	Semester 1 Modules
Block 1￼ September-November	PRP504B_1.0￼ Equality, Diversity and Inclusion￼ 30 credits
Block 2￼ November -January	PRP505B_1.0￼ Personal and Professional Development￼ 30 credits

	Semester 2 Modules
Block 3￼ January -March	PRP507B_1.0￼ Supporting Learning and Assessment in Early Childhood Education￼ 30 credits
Block 4￼ March -May	PRP503B_1.4￼ Practitioner Research￼ 30 credits

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
PRP407B_1.0	Mandatory	Tools for Learning	1	30
PRP408B_1.0	Mandatory	Exploring Educational Contexts	1	30
PRP404B_1.1	Mandatory	Individual in Society	2	30
PRP409B_1.0	Mandatory	Working Together in Practice	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
PRP504B_1.0	Mandatory	Equality, Diversity and Inclusion	1	30
PRP505B_1.0	Mandatory	Personal and Professional Development	1	30
PRP507B_1.0	Mandatory	Supporting Learning and Assessment in Early Childhood Education	2	30
PRP503B_1.4	Mandatory	Practitioner Research	2	30

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

1. Programme Duration and Structure

To meet the programme's aims and outcomes, the FdA Early Childhood Education will be completed in two years of full-time study. The programme adopts a blended approach to learning, combining online and on-campus delivery as outlined in Section 23. This pedagogical approach integrates structured learning at the University with independent study, all underpinned by the University's Virtual Learning Environment (VLE). Practice-based learning takes place within the students' own workplace settings, allowing them to apply theory directly to their professional roles.

FdA students typically balance employment and personal commitments, which is reflected in the flexible design of the programme. Teaching predominantly takes place synchronously online, with periodic on-campus sessions designed to ensure students feel connected to the University community. Scheduled sessions are typically delivered in the evenings only, in response to stakeholder feedback that releasing students to attend classes during the day is often problematic. Students also have continuous access to the University's support services and the VLE, ensuring they are fully supported throughout their studies.

2. Academic Infrastructure and Alignment

The programme has been informed by appropriate academic infrastructure:

- QAA (2024). The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. (2nd ed)

- QAA (2020). Characteristics Statement Foundation Degree.

- QAA (2022). Benchmark Statements for Early Childhood Studies.

- ECDN (2020). The revised Early Childhood Studies Degree Network (ECSDN) Graduate Practitioner Competencies (2020), have also guided curriculum content.

  https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf

- DfE. (2024). Full and relevant criteria for early years qualifications.https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria/early-years-educator-level-3-qualifications-criteria

The programme outcomes are closely aligned with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and the relevant Subject Benchmark Statements, as outlined in the most recent QAA documentation (QAA, 2024). Outcomes are matched to the FHEQ Level 5 descriptors for knowledge, intellectual and transferable skills, and subject-specific skills, ensuring that students meet the expectations for a foundation degree qualification.

The design of the programme aligns with the QAA *Characteristics Statement for Foundation Degrees* (2020, p.7), which highlights that flexibility is central to these qualifications. This includes flexible delivery modes and study patterns, enabling students to study when and where it best suits them.

3. Teaching and Learning Strategy

Teaching strategies throughout the programme are specifically designed to support the professional development of work-based learners. A distinctive feature of the programme is the inclusion of targeted and focused support at every level, helping students to achieve success in their academic and professional journeys.

At Level 4, tailored study skills sessions are embedded within each module, including *Tools for Learning*. Key academic skills such as critical thinking, reading effectively, and academic integrity are introduced through the First Year Writing Programme (FYWP).

To support progression, transition sessions are organised between Levels 4 and 5 before the start of the new academic year. These sessions cover key topics such as research skills, effective use of library systems, advanced information searching, and the expectations for academic work at Level 5. During transition activities, students are reminded of the full range of support services available to them.

4. Target Audience and Inclusivity

The target audience for the FdA Early Childhood Education is broad and diverse. The student group is made up of those working in a wide range of roles, including early years practitioners, childminders, nannies, and, working in a range of different settings throughout the private, voluntary, maintained and independent sectors that include private, maintained and school nurseries, children centres, and home-based care settings.

In addition, the programme recognises that some students come from more informal educational settings that may not traditionally be considered part of the formal education system. This diversity of professional backgrounds is valued and supported throughout the course design.

5. Research and Progression Skills

The QAA Benchmarks (*Early Childhood Studies*, 2022) refer to developing knowledge and understanding of research skills, including research methods and an understanding of legal and ethical frameworks.

Students are introduced to research at Levels 4 and 5 through research-informed teaching and by encouraging students to use empirical research to support academic work. In addition, a 30-credit module at Level 5 introduces students to the research process, with emphasis on methods, searching for and applying literature to justify methodological choices. Students are also supported in data analysis to develop their understanding of how data are used and interpreted with research in preparation for their Level 6 independent research modules for those progressing to the BA (Hons).

6. Curriculum Integration and Graduate Attributes

The strength of the programme lies within the opportunities for students to learn together from a range of modules and, where relevant, from similar content in other relatable course modules. A further aim of the curriculum is to provide opportunities for students from related routes for split and coordinated teaching across modules. The rationale is to combine content that may overlap to enhance the experience of the learners and share work-based practices within theoretical lectures.

Common programme outcomes linked to intellectual and transferrable abilities for students studying all disciplines within the modular framework are employed at the University. This represents our collective

understanding of the essential skills of a university graduate who will be equipped with intellectual and transferable skills suited for a variety of professional vocations and lifelong learning via the study of one of our degrees.

These goals are promoted at each level of the Foundation and BA (Hons) associated degree programmes by incorporating opportunities for different forms of communication, collaboration with peers, staff, children, young people, and families. Work-based experiences create specific skills for teaching and education-related activities with children and young people, and modules are supported by work-based professional skills such as reflective practice.

7. Curriculum Development and Employability

The curriculum is designed to equip students with the knowledge, skills, and confidence needed to pursue careers within the sector, while also providing a strong foundation for progression into postgraduate study. Its development has been informed by extensive consultation, incorporating feedback from employers, students, and External Examiners. Focus groups with current students were also conducted to ensure that the curriculum aligns with sector needs and supports graduates' employability.

The curriculum is underpinned by the Early Childhood Studies Degree Network (ECSDN) Graduate Practitioner Competencies (GPC), developed in 2018 and incorporated into the QAA Subject Benchmark Statements in 2019 and 2021. Although the ECSDN is a voluntary organisation and does not formally accredit or monitor Higher Education Institutions embedding the GPCs, the competencies are recognised across the sector for their relevance and rigour (see Section I).

The GPCs, achieved at Level 6, are embedded within the FdA Early Childhood Education in Practice and BA (Hons) Early Childhood Education in Practice programmes. They were introduced to clarify how Early Childhood degrees map to sector expectations and to reduce confusion around differing pathways and titles within Higher Education. Graduates equipped with these sector-endorsed, assessed practice competencies offer employers confidence in their 'holistic knowledge and understanding of the ecology of child development in the context of the family, community, and wider socio-political contexts' (ECSDN, 2020, p.4). Skills gained during the FdA are further developed in the BA (Hons) or can support progression to other top-up degrees, such as Primary Teaching Studies with QTS (see Appendix 3).

Following ECSDN recommendations, the curriculum has been designed as a full degree mapped to the GPCs across all levels (see Appendix 2). Students track their progress against mapped competencies through an individual e-portfolio, culminating in an optional, non-credit-bearing Graduate Practitioner module assessed at Level 6 (see Section 23). It should be noted that competency development is staged, with specific competencies expected to be achieved at Levels 4 and 5 as part of the FdA.

Alongside the GPCs, the curriculum also aligns with the QAA Benchmark Statements for Early Childhood Studies, ensuring an interdisciplinary foundation that supports career progression and further study related to the education and care of children from birth to eight years (QAA, 2022). Although all students are encouraged to track their progress, the e-portfolio is only formally assessed at the end of the programme.

23	**Learning and Teaching Strategies**

1. <u>Blended Delivery and Work-Based Learning</u>

The FdA programmes are designed as work-based, blended learning degrees that integrate practice-based learning across all modules. As a condition of enrolment, students and their employers must complete a Workplace Agreement Form, confirming that the student will be supported in their role throughout their studies. Students are required to spend at least 360 hours per academic year in a relevant work-based setting, either as an employee or a volunteer.

The curriculum has been developed to align with the Characteristics of Foundation Degrees (QAA, 2020), ensuring a strong correlation between theoretical learning and work-based practice. Students are encouraged throughout the programme to critically link their experiences in practice to the academic content explored within modules.

2. <u>Programme Delivery Model</u>

The programme adopts a blended approach to delivery, combining face-to-face and online learning. Students typically attend five on-campus lectures across the academic year, including induction and transition sessions, with additional weekly synchronous online lectures typically scheduled in the evenings to accommodate those in employment.

In addition, weekly live online lectures are typically held in the evenings, making it easier for students to manage study alongside work and other commitments. Teaching is organised into structured blocks of approximately seven to eight weeks, providing focused engagement with the content of each module.

All modules are delivered by tutors with relevant sector experience. A range of teaching methods are employed, including interactive lectures, seminars, group tutorials and independent study activities. Online resources and the University's Virtual Learning Environment are central to supporting blended learning. Where relevant, guest speakers from within the University, other higher education institutions and external organisations are invited to contribute to the learning experience. These inputs enrich students' understanding and offer insight into a range of professional perspectives.

Students will typically be taught in whole-group sessions that include learners from a range of professional backgrounds. These shared sessions enable students to draw on one another's experiences and promote collaborative learning within a diverse and supportive cohort.

Teaching is structured around blocks of seven to eight weeks, enabling focused engagement with module content while supporting students' work and personal commitments. Modules are delivered by tutors with sector expertise and, where appropriate, guest speakers from across the university, other HEIs, and local and national organisations are invited to enhance the learning experience and expose students to wider professional perspectives.

Students engage with two main modes of learning throughout each module:

- **Synchronous sessions** (in-person and online) that deliver core content and provide opportunities for interactive discussion.
- **Independent workplace-based learning**, where students are expected to reflect on and apply theory directly to their professional contexts.

Although the blended design affords flexibility, students are provided with clear timelines, structured activities, and formative milestones to support effective planning and management of their learning. Students are expected to engage fully with taught sessions, making explicit links between their academic learning and their practice settings.

The current delivery model, which blends synchronous online teaching with five in-person campus days per year, has been shaped through student consultation. During programme development, student representatives were invited to a dedicated focus group to discuss preferences for delivery modes. All seven student reps across the associated programmes attended and shared their views. A Microsoft Form was also circulated to gather broader feedback from the wider student body.

Feedback from these consultations, along with learning from a related blended programme that placed greater emphasis on asynchronous learning, highlighted a clear preference for more live, interactive teaching. As a result, the delivery model was adjusted to increase the number of synchronous sessions, while asynchronous activities were removed and refocused around independent study and assessment preparation. Ongoing feedback mechanisms continue to inform the development of the blended learning model.

These adaptations reflect the programme's commitment to responding to student voice and ensuring that the delivery structure supports meaningful engagement, accessibility, and a strong learning community.

3. Induction and Transition Support

Recognising that students often join the programme from diverse geographical and professional backgrounds, a live online welcome session via Microsoft Teams is offered during the summer prior to enrolment. This early engagement introduces students to the course and to one another, supporting a sense of belonging before formal teaching begins.

The five on-campus sessions are purposefully designed to foster a sense of community and encourage student collaboration. The initial face-to-face day includes induction and enrolment activities prior to the start of teaching, giving students an opportunity to meet in person, begin forming relationships, and familiarise themselves with the expectations of higher education study.

At Level 5, one of the on-campus sessions also includes a structured transition event to support students returning after the summer break. This session reorients students to academic expectations at Level 5, reinforces cohort identity, and provides a platform to discuss upcoming modules and progression routes.

4. Tutorials and Academic Support

Tutorials are delivered online—both individually and in groups—with three tutorial points built into each module. These include dedicated time to support collaborative planning for group assessments and to encourage continued academic engagement within a flexible digital framework.

Teaching is underpinned by the extensive use of the University's VLE, supported by a range of accessible and inclusive digital resources. A variety of teaching strategies are employed, including interactive lectures, seminars, tutorials, and independent study tasks. Where possible, multiple formats of learning materials are provided to support accessibility, including written, visual, and audio-based resources. The programme team work closely with digital learning specialists to ensure that online materials are consistent, user-friendly, and regularly reviewed for quality and technical accessibility.

Students are further supported through embedded individual and group tutorials within each module, which provide targeted academic and pastoral support. The First Year Writing Programme throughout Level 4 supports students' transition into higher education, familiarising them with the assessment expectations and academic literacies required. Transition sessions are built into the programme between Levels 4 and 5 to prepare students for progression and to consolidate research skills, advanced information searching, and independent learning strategies.

Recognising that students join the programme with diverse experiences and qualifications, teaching is differentiated and contextualised to reflect students' workplace settings. Group learning is encouraged, with students learning from each other's professional contexts and experiences, helping to build a vibrant learning community.

5. Collaborative Learning and Community Building

The timing of each campus day is carefully aligned with the start of each new module. This structure provides students with regular opportunities to reconnect with peers, engage in academic discussion, and establish group dynamics for collaborative assessments such as debates, discussions, and presentations. These sessions are integral to developing the relationships and communication skills needed to succeed in group tasks that are embedded throughout the programme.

Applicants are also encouraged to join an active social media group promoted from the point of enquiry. Many students use this space to build informal connections and seek peer support throughout the course. Students are encouraged to engage with the wider course community through digital platforms designed to foster professional discussion and knowledge sharing. Informal learning spaces support the development of peer relationships, enhance a sense of belonging, and offer opportunities to discuss current issues and sector developments.

6. Monitoring and Student Engagement

Student engagement is actively monitored through a combination of tutorial tracking, VLE analytics, and tutor observation. Each module offers up to three optional tutorials, delivered online, which students can book through the University's Virtual Learning Environment (VLE). These sessions are used to review assessment plans or draft work, and attendance is monitored by module tutors to ensure regular academic interaction.

Progress is monitored through participation in tutorials, engagement with the VLE, and timely submission of assessment milestones, enabling the teaching team to identify and respond to any emerging concerns.

Attendance at tutorials is recorded electronically via the University VLE, and any patterns of non-engagement are escalated initially to the module lead, followed by the programme leader, and then referred to central university support services where appropriate. This layered approach allows for early identification and intervention for students who may be at risk of disengagement. In addition, the VLE tracks student access to module materials, enabling the teaching team to identify reduced engagement and initiate timely pastoral or academic support.

During synchronous online sessions, students are expected to have their cameras switched on to support active participation and enable tutors to monitor engagement in real time. This expectation reinforces the interactive nature of delivery and helps to maintain a high level of connection between students and staff.

Overall, the predominantly synchronous structure of the programme promotes sustained interaction and responsiveness, allowing the teaching team to provide prompt support where students are experiencing academic or personal challenges.

Student feedback is actively sought on all aspects of the programme. The programme team publish feedback responses and make clear where changes have been implemented or, where necessary, explain why changes may not be possible. This open and transparent dialogue ensures that the student voice continues to shape the development of the programme.

The design of this blended programme has been informed by the guidance provided within the Office for Students review of *Blended Learning and OfS Regulation* (2023), advising that all delivery modes meet regulatory expectations for quality, accessibility, and student engagement.

24	**Assessment Strategies**

Assessment across the FdA Early Childhood Education programme is designed to be inclusive, developmental, and aligned with both the intended learning outcomes and the real-world contexts in which students work. The assessment strategy reflects the core principles of the QAA Characteristics Statement for Foundation Degrees (2020), promoting a strong connection between theory and practice, while ensuring academic rigour and clear progression across levels.

Where group assessments are used, all students are assessed and awarded marks individually. Each student's contribution is evaluated based on clearly defined assessment criteria, ensuring fairness, transparency, and alignment with individual learning outcomes. This approach maintains academic integrity and recognises the varying strengths and engagement of individual students within collaborative work.

The programme adopts a varied and balanced approach to assessment, offering students multiple opportunities to demonstrate their knowledge, understanding, and practical skills in ways that reflect the diversity of their strengths and professional experiences. Assessments are carefully staged to support students' academic development, with increasing complexity over time to build confidence, deepen criticality, and develop capability in higher-level academic literacies and transferable skills.

Assessment methods are designed to foster a range of key graduate attributes, such as effective communication, critical thinking, reflective practice, ethical awareness, problem-solving, and the application of theory to practice. Through this approach, students are encouraged to become reflective practitioners, capable of evaluating their learning and professional development throughout their academic journey.

The assessment strategy is inclusive by design, ensuring accessibility and fairness for students from diverse backgrounds and with a wide range of educational histories. Reasonable adjustments are made, in line with University policies, to ensure that all students have equitable opportunities to succeed.

In addition to formal assessment activities, students receive ongoing feedback through their engagement with tutors, peers, and workplace appraisal processes. This formative feedback process supports students' professional growth, encouraging them to make meaningful connections between academic content and practice-based experiences.

Assessment loading and timing are carefully managed across the academic year to ensure a balanced and sustainable workload. Each module offers a combination of assessments that are designed to build students' academic and professional skills while remaining relevant to their work-based settings. Assessment strategies are regularly reviewed to maintain alignment with sector expectations, academic standards, and the evolving needs of the student body.

Through authentic, work-based assessments and a supportive academic framework, the FdA Early Childhood Education programme ensures that students are well-prepared for both further study and professional advancement.

Feedback is central to the assessment process and is provided in a variety of forms, including verbal and written, formative and summative. Feedback supports students in refining their ideas, deepening their critical engagement with module content, and improving their future academic performance. Structured tutorial support is embedded within the programme to complement formal feedback, offering students personalised guidance on their academic development and progression. Students are encouraged to critically reflect on feedback received and to integrate it into their developing professional identities.

Personal tutoring and the Development and Career Plan (DCP) are integral to the programme's approach to assessment and student support. Each student is assigned a personal tutor who provides regular, structured academic and career development guidance. Tutorials are designed to help students contextualise their learning, engage meaningfully with feedback, and plan their ongoing professional development. Students have the opportunity to engage in regular review meetings with their tutor, ensuring that their academic progress and career aspirations remain closely aligned

Students considering choosing the Graduate Practitioner Top up route are encouraged to maintain an e-portfolio that tracks their progress against the GPCs. This is supported by structured templates and documentation, enabling students to evidence their development through artefacts from practice such as observations, certificates, planning examples, and reflective logs. The e-portfolio provides the foundation for the final evaluation of GPC achievement, which is recognised at Level 6.

To ensure rigour and consistency in this process, students undertaking the Graduate Practitioner pathway meet regularly with an assigned personal tutor to review progress against the competencies. These meetings are supported by the Development and Career Plan (DCP) and take place throughout the year, including annual review points.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
PRP407B_1.0	Tools for Learning	30	1		50%	50%
PRP408B_1.0	Exploring Educational Contexts	30	1		50%	50%
PRP404B_1.1	Individual in Society	30	1		50%	50%
PRP409B_1.0	Empowering Relationships Supporting Health and Well-being	30	1		50%	50%
PRP504B_1.0	Equality, Diversity and Inclusion	30	2		50%	50%
PRP505B_1.0	Personal and Professional Development	30	2		50%	50%
PRP507B_1.0	Supporting Learning and Assessment in Early Childhood Education	30	2		50%	50%
PRP503B_1.4	Practitioner Research	30	2			100%

Indicative Assessment Strategy

Level 4

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PRP407B_1.0	Tools for Learning	30	Portfolio 50%	2000 Words	Sem 1 November
			Group Discussion 50%	15 minutes	Sem 1 November
PRP408B_1.0	Exploring Educational Contexts	30	Group Presentation 50%	15 minutes	Sem 1 January
			Essay 50%	2000 words	Sem 1 January
PRP404B_1.1	Individual in Society	30	Paired Presentation 50%	15 minutes	Sem 2 March
			Case Study 50%	2000 words	Sem 2 March
PRP409B_1.0	Working Together in Practice	30	Group Debate 50%	15 minutes	Sem 2 May
			Report 50%	2000 words	Sem 2 May

Level 5

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PRP504B_1.0	Equality, Diversity and Inclusion	30	Group Presentation 50%	20 minutes	Sem 1 November
			Portfolio 50%	2500 words	Sem 1 November
PRP505B_1.0	Personal and Professional Development	30	Individual Presentation 50%	10 minutes	Sem 1 January
			Essay 50%	2500 word	Sem 1 January
PRP507B_1.0	Supporting Learning and Assessment in Early Childhood Education	30	Group Debate 50%	20 mins	Sem 2 March
			Report 50%	2500 words	Sem 2 March
PRP503B_1.4	Practitioner Research	30	Report 100%	5000 words	Sem 2 May

25	Inclusive Practice and Personal Development Planning

The University is committed to inclusive practice. The initial Tools for Learning modules serve as an orientation for students, introducing them to a variety of support services and opportunities available at the University during the course of the module.

Students are introduced to our Student Advice team and the services that they provide, which include help and advice on a variety of topics that may affect a student's ability to study. As an example, consider housing, funding, and benefits. They are also accessible to assist students with special access requirements, students in or who have been in the care system, and students who may also be caregivers.

The Hub professional services teams are able to assist students both within lectures to guide and improve their academic writing, as well as online and in person bookable appointments to support and build their writing abilities and to assist students with any digital development support they may need.

The library team within The Hub provides online and in-person bookable appointments to assist students in navigating library systems and locating reading materials to support their studies. The University has a Chaplaincy department that works to ensure that students feel safe and protected during their time at the University. The Careers team, which is also part of The Hub, is another service available to students, and they can assist students with career counselling, employability, and enterprise. The Student Union can also help by advising students through a variety of wider issues, such as housing, academic concerns, student grievances, and more.

Personal development planning is aided in a variety of ways. For example, the Development and Career Plan (DCP) assigns a personal tutor to each student to provide career development support and advice. The DCP is used to help all students within the curriculum, but it will also be used to track the progress of students pursuing a GPC route.

The First Year Writing Programme (FYWP) at Level 4 assists students with all parts of their academic writing. This approach is taken into Level 5 where the team review the needs of cohorts after each module and embed study skills sessions to further support learning.

The team is conscious that, due to the variety and demographics of cohorts who may have come directly from college or opted to pursue a degree as a mature student, inclusive practice is critical to guaranteeing access and participation. To meet the requirements of all students, the team use a variety of teaching and learning strategies, as well as experience, to ensure that lectures and materials are accessible to all students. This encompasses verbal, textual, audio-visual, digital, practical and interactive ways to convey and clarify ideas and expectations throughout the many learning locations outlined in section 2. The team seek to provide opportunities for students in a safe environment to explore and question anti-oppressive practises. The team recognise that in order to promote inclusive practice, the learning community must foster an ethos of reflection and discussion of values and beliefs, as well as the impact this can have. Sections 22-24 show a variety of assessment techniques for meeting the needs of all learners. Reasonable adjustments are made to accommodate learners when appropriate and in accordance with University policy.

26	Technology Enhanced Learning

Delivery of the programme will be supported by use of the University's Virtual Learning Environment (VLE), the Development and Career Plan (DCP), The Hub and Library Services staff.

Included within the library services within The Hub is access to journals and specific subject-related learning resources. Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology-enhanced learning is through the use of the University's Virtual Learning Environment (VLE), as part of the pedagogical approach for the programme which augments face to face learning through the proactive use of the VLE to support learning and engagement. Learning materials will all be accessed through the module and within weekly session areas.

Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of the University's library provision. Module specific elements are laid down within individual modules.

The Team also uses the course social media pages to further develop and enhance learning through posting and signposting sector related articles and encouraging discussions and debates of key developments. Students are also encouraged to post their own articles to help develop a community of practice across the programme and the University.

27	Work-related Learning and/or Placement

The FdA programmes are designed as work-based degrees, forming a key part of the blended work-based learning approach outlined in Section 22. All modules are built around students' professional practice, and the achievement of learning outcomes across all levels requires students to critically link theoretical knowledge with work-based experiences.

Students enrolled on the FdA programmes do not undertake traditional time-limited placements. Instead, they are engaged in continuous and consistent work-related learning within their own employment or voluntary settings as an essential condition of the programme and organised by the student prior to enrolment. As detailed in Section 22, students are required to be active in a relevant professional environment throughout their studies, embedding practice into academic development.

Students must complete a minimum of 360 hours of work-related practice each academic year, equivalent to approximately 12 hours per week, working or volunteering directly with children, young people, or families. While this is the minimum requirement, the majority of students substantially exceed these hours through full-time employment in sector-relevant roles. Students who are not already employed within the sector must secure a suitable placement prior to enrolment.

Practitioners working in early childhood settings have been required to hold either an appropriate Level 3 certificate or a 'full and relevant' degree from September 2014 to count towards the adult: child ratio. Graduates without a 'full and relevant' degree may be at a disadvantage when seeking for jobs in the Private, Voluntary and Independent (PVI) sector (see appendix 3). A degree must fulfil the following standards in terms of placement opportunities in order to be qualified for 'full and relevant' status:

- Academic assessment.

- Practice which is observed, assessed and developed by setting mentors.

- To ensure that the degree is compliant with full and relevant criteria (DfE, 2019) students will be offered one visit per placement/year by HEI staff to observe where relevant, assess and develop practice. These yearly visits will take place either virtually or in person, and where possible will be linked to an assessment, for example, the Working in Practice module at level 5. All students, including those without Maths and English functional skills qualifications, will be offered placement visits so that they can obtain these qualifications at a later date and be considered full and relevant.

- A register will be kept on file to track those students who have been assessed in practice and this will also be recorded through the work-based modules at level 5.

Have completed a full three year full and relevant degree. According to the ECSDN these work-related practices should include the full 0 – 8 age-range. Practice should be observed and assessed in practice. Through consultation with the ECSDN, who acknowledge that work-based students may be disadvantaged by being unable to gain experience in a specific age range, for example, a school setting with children aged 6-7, other creative methods can be utilised. For example, digital technology can be used where ethically appropriate, to observe children in this age group, however, students are encouraged where possible to gain practical experience. Observation and assessment can be facilitated in different ways, such as face-to-face tutor visits to the placement where possible or virtually in real time using technology to observe and assess students, for example, engaging in an activity with a child or group of children.

As already outlined, FdA Early Childhood Education students must undertake a total of 360 hours of work-related practice experience within a relevant setting per academic year, working or volunteering with children. This equates to a minimum of 12 hours a week in practice, and therefore, meets the requirements of both full and relevancy and GPC. The majority of students will exceed these hours and are employed full time. Students who do not have employment in the sector, arrange their own work-settings prior to

commencing the programme. Students will need to complete a log of their hours that must be signed by their setting as supporting 'evidence' for their e-portfolio. With the assessments for Level 5 Personal and Professional Development module, students are asked to complete a reflective account of their personal and professional development in the workplace. This will ensure that all students who pass the module and complete the assessment will have met the requirements to be awarded a full and relevant degree at Level 6. Students who do not meet the requirement to pass the module can still have further opportunities at Level 6 to meet the full and relevant criteria for the BA(HONS) Early Childhood Education (Graduate Practitioner).

The level 6 BA (HONS) Early Childhood Education (Graduate Competencies) route is contingent on the student holding a level 2 or higher (GCSE at grade c or equivalent) in English. Those students who do not hold qualifications in mathematics and English, will have the opportunity to progress onto the BA (HONS) Early Childhood Education.

As a strict condition of enrolment and re-enrolment at each level of study, all students must submit a signed Workplace Agreement Form, completed in collaboration with their employer or voluntary setting. This agreement formalises the tripartite partnership between the student, the workplace, and the University, and it underpins the programme's commitment to work-based learning, as defined by the University's Code of Practice for Work-based Learning (2024). Students are not permitted to continue their studies without a fully completed and approved Workplace Agreement and failure to supply this could result in an enforced break in learning.

The Workplace Agreement ensures that:
- Students have an appropriate and safe environment for learning.
- The employer/setting understands and supports the student's learning objectives.
- Current and relevant Disclosure and Barring Service (DBS) clearance is in place.
- Health and Safety requirements are met.
- Safeguarding concerns relating to the student can be appropriately shared between the workplace and the University if necessary.

The agreement is central to strengthening the working relationship between the University and its sector partners, a principle that is fundamental to the ethos of Foundation Degrees.
Where a student experiences a change in circumstance, such as maternity leave, extended illness, redundancy or relocation, this must be reported immediately to the Programme Leader. In cases where a student changes work-setting during the programme, they must provide a newly completed and signed Workplace Agreement Form for the new setting. All Workplace Agreements are securely stored centrally by the University.

By embedding work-based learning into the heart of the programme through a rigorous and structured process, the FdA programmes ensure that students' academic development is grounded in real-world experience, supporting their future employability and professional progression.

28	Employability

Employability is at the heart of the FdA programmes. The curriculum is explicitly designed to enhance students' professional skills, workplace confidence, and career progression opportunities. As a work-based

degree, the programme requires students to be actively employed or volunteering in a relevant setting for a minimum of 360 hours over the academic year, ensuring that academic learning is consistently integrated with real-world practice.

Throughout their studies, students are systematically supported to relate theoretical principles to their professional roles. Assessments are authentic and practice-focused, helping students to develop the critical thinking, communication, and reflective skills required by employers across the education and children's workforce sectors. Modules build employability progressively, scaffolding students' ability to apply research, policy understanding, and practice innovation to workplace contexts.

Career development is embedded at every stage of the programme. Students receive tailored career advice through personal tutorials, transition events, and information sessions. For example, progression events at Level 5 provide guidance on routes into teaching, including Primary Teaching Studies with Qualified Teacher Status (QTS), as well as further study opportunities within the associated programmes.

The programme structure ensures that, on graduation, students are well-prepared to progress into higher-level roles in education and care, undertake further academic study, or move into specialised professional pathways.

The FdA programmes are designed to develop a wide range of intellectual, transferable, and professional skills aligned with the University's Graduate Attributes. The curriculum structure systematically supports the following areas:

1. Academic Literacies
Students develop academic literacies across four key strands:

- **Criticality:** Students enhance critical thinking skills through debates, discussions, and assessments, with formative and summative feedback embedded at all levels.

- **Academic Communication:** Classroom dialogue and varied assessment types foster the ability to communicate ideas effectively in academic contexts.

- **Academic Integrity:** Ethical considerations and academic conventions are introduced and scaffolded through the First Year Writing Programme (FYWP) and extended at Levels 5 and 6.

- **Independent Learning:** Students are guided from their first lectures to access support through tutorials in association with the library services team based within The Hub.

The "Tools for Learning" module specifically guides students through the expectations and responsibilities of studying at higher education level.

2. Global Citizenship - Modules explore global contexts relevant to students' local, academic, and professional environments, encouraging a broad, inclusive worldview as part of their learning.

3. Information Literacy - From the outset, students are taught to source, evaluate, and present academic information critically. Information literacy skills underpin problem-solving, planning, and argument development across all levels of study.

4. Digital Fluency - Students develop ICT proficiency and digital creativity through engagement with online learning platforms, research tasks, and digital-based assessments, enhancing their ability to navigate and critically engage with digital environments.

5. Employability - Work-based learning is at the core of the FdA, requiring a minimum of 12 hours per week in a relevant paid or voluntary role. Students systematically link theoretical principles to practice through module content and assessment. Career guidance is embedded at each level, including progression events where students receive information about routes into teaching (e.g., Primary Teaching Studies with QTS) and other professional pathways.

6. Being Enterprising - Students are encouraged to develop creativity, initiative, and problem-solving skills through independent learning and collaborative assessments. Opportunities for innovation are embedded across class discussions, tasks, and project work.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

- Typically, a minimum of one year's experience in practice with a minimum of two days a week (minimum of 12 hours per week accumulating to 360 hours per year of study in a relevant role, either as an employee or a volunteer).

- In exceptional cases, it might be appropriate to recruit students directly from a Level 3 apprenticeship or other courses in which it can be demonstrated that there is a significant element of professional practice.

- Typically, a Level 3 Diploma, NVQs, access to HE programmes, subject/vocational qualifications, however, the course welcomes applicants with non-traditional Level 3 qualifications.

- We encourage applications from mature students and recognise that their experience or qualifications may differ from those mentioned previously. This is supported by the QAA Characteristics of Foundation Degrees (QAA, 2024, p.7), that states Universities should have "flexible admissions requirements, including the establishment of effective procedures to assist applicants from diverse backgrounds who may be able to demonstrate their suitability for entry onto a foundation degree in a variety of ways.

- Students are required to complete and submit a signed Workplace Agreement, endorsed by the head teacher or workplace manager of the setting where they are employed or volunteer. The Workplace Agreement formalises the tripartite partnership between the student, the setting, and the University, and confirms that the student holds a current and valid Disclosure and Barring Service (DBS) clearance.

- Submission of a completed Workplace Agreement is a strict condition of enrolment and until the Workplace Agreement has been received by the University Placement Office, the student is provisionally enrolled.

- Instructions on the return of the Workplace Agreement is provided during the enrolment and induction process. Students who fail to meet this requirement within the specified timeframe may be subject to an enforced break in learning, unless exceptional circumstances apply as outlined in Section 27.

In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining Recognition of Prior Learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities. In addition, bridging assignments are available to enable students seeking direct entry into Level 5 to meet programme specific Level 4 module outcomes if previous study does not align with the corresponding the University's FdA learning outcomes.

30	Programme Specific Management Arrangements

Foundation Degree

The Programme Leader for the FdA Early Childhood Education programmes will lead and manage the programme. The programme is taught by current team module leaders and tutors, while hourly paid lecturers may undertake placement observations. Observation and assessment can be facilitated in different ways, such as face-to-face tutor visits to the placement where possible or virtually in real time using technology to observe and assess students, for example, engaging in an activity with a child or group

of children. Visiting speakers may be used as an enhancement to modules for currency and sector specific content, in line with Professional, Regulatory and Statutory Bodies (PSRB) requirements.

31	Staff Responsibilities

The module material is delivered by the programme team, who have the required knowledge and expertise. Module leadership is assigned to team members who have a specific interest or expertise in module content, particularly if this aligns with current staff research interests. Modules are taught primarily by sector specialists, however, content that may cross other relevant courses are taught by the most appropriate team member.

All tutors are assigned to students across all cohort levels as personal tutors, and in the final year, they may also take on the role of research supervisor in the sector-led project. Where possible a sector specialist team member from the core team will be assigned the position of personal tutor to graduate practitioner which will require them to monitor progress against the GPC.

32	Programme Specific Academic Student Support

Support is embedded within each module at all levels for all students. Specific academic support is also provided through the FYWP and the Tools for Learning module are designed to provide a foundation for developing students' academic reading, writing and oral communication skills to support academic literacy and digital fluency as identified in section 22.
Further specific support is provided for each module and contextualised to the assessments to support students' understanding of the expectations of the module. There is a significant focus on work-based practices and students are encouraged to support and learn from one another to further contextualise the content within sessions. In addition, the team will work with wider professional services, including the specific library liaison tutor and The Hub to enhance this provision.

 Tutorial support is also embedded within each module and students are provided with individual personal tutors as part of the Development and Career plan (DCP). Students working towards the GPC will also be provided with a tutor to help support the student; this is likely to be the same tutor for both DCP and GPC.

33	Programme Specific Student Evaluation

The programme fully complies with current institutional evaluation policies. Formal mechanisms are in place to ensure that students can actively contribute to programme enhancement, primarily through the Students' Union Representative Feedback System (RFS), which enables elected Student Representatives to gather and communicate student views.

Programme-Specific Evaluation

Module evaluations are conducted at the end of each teaching block in line with the University's current practices. Feedback collected from these reviews is analysed by the programme team and used to inform module improvements and planning for the next academic cycle.

Student voice is further embedded through participation in internal and external surveys, which contribute to the generation of Annual Monitoring Reports (AMRs) and the identification of programme-specific enhancement priorities.

The course team values student feedback and promotes a culture of open dialogue. In addition to formal mechanisms, opportunities for informal feedback are available through the personal tutor system. Students are regularly consulted about programme developments through surveys, student representative meetings, and communications via the Virtual Learning Environment (VLE).

The programme team is committed to responding to all feedback in an open and transparent manner, ensuring that students are informed about how their contributions have influenced programme enhancements.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Tools for Learning	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔
Exploring Educational Contexts	✔	✔		✔	✔				✔	✔	✔	✔	✔	✔	✔
Individual in society	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Working Together In Practice *	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔	✔

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Equality, Diversity and Inclusion	✔	✔		✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔
Personal and Professional Development	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	✔
Supporting Learning and Assessment Early Childhood Education *	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Practitioner Research	✔	✔		✔					✔	✔	✔	✔	✔	✔	✔

* students will be offered the opportunity to be assessed in practice in this module

Programme Specification

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Early Childhood Education in Practice

Attribute	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Academic Literacies	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Global Citizenship		✔			✔	✔								
Information Literacy				✔	✔	✔			✔	✔	✔		✔	
Digital Fluency	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Employability	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Being Enterprising							✔				✔	✔		

Graduate Attributes

GA1.   **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2.   **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3.   **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4.   **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5.   **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6.   **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes Graduate Attributes | Lincoln Bishop University

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

Appendix 1

Full and Relevant Criteria Mapped to the current modules

1. Support and promote children's early education and development	1.1 Understand the expected patterns of children's development from birth to 5 years and have an understanding of further development from age 5 to 7.
	Children's development patterns to include:
	cognitive
	speech, language and communication development
	literacy and numeracy
	physical
	emotional
	social
	neurological and brain development
	1.2 Understand the significance of attachment and how to promote it effectively.
	1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
	1.4* Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.
	1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
	1.6 Understand the importance to children's holistic development of:
	speech, language and communication
	personal, social and emotional development
	physical development.

	1.7* Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics. 1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. Transitions and significant events include: moving to school starting and moving through day care birth of a sibling moving home living outside of the home family breakdown loss of significant people moving between settings and carers 1.9 Understand the current early education curriculum requirements. 1.10 Promote equality of opportunity and anti-discriminatory practice.
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school	2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements. To include: Communication and language (extending vocabulary, language structure, and dialogue, for example) physical development personal, social and emotional development literacy mathematics expressive arts and design

	2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children. 2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children. 2.4* Encourage children's participation, ensuring a balance between adult-led and child-initiated activities. 2.5* Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking. 2.6 Support and promote children's speech, language and communication development. 2.7* Support children's group learning and socialisation. 2.8* Model and promote positive behaviours expected of children. 2.9* Support children to manage their own behaviour in relation to others. 2.10 Understand when a child is in need of additional support. 2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
3. Make accurate and productive use of assessment	3.1* Understand how to assess within the current early education curriculum framework using a range of assessment techniques. 3.2* Carry out and record observational assessment accurately. 3.3 Identify the needs, interests and stages of development of individual children. 3.4* Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities. 3.5* Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers.
4. Develop effective and informed practice	4.1 Demonstrate a good command of the English language in spoken and written form.

	4.2 Explain the importance of continued professional development to improve own skills and early years practice.
	4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history or modern foreign languages).
5. Safeguard and promote the health, safety and welfare of children	5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
	5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
	5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.
	5.5* Understand how to respond to accidents and emergency situations. 5.6* Demonstrate skills and knowledge for the prevention and control of infection. Prevention and control of infection including: hand washing, food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment, knowledge of common childhood illnesses and immunisation, exclusion periods for infectious diseases 5.7 Carry out risk assessment and risk management in line with policies and procedures. 5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse including: domestic, neglect, physical, emotional, sexual abuse 5.9*Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met. Records and reports include: medication requirements

	special dietary needs planning observation and assessment, health, safety and security accidents daily registers
6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals	6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress. 6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development. 6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.

* The criteria highlighted in the table above are not explicitly taught within sessions and are practice elements that must be demonstrated in an early years setting and evidenced. Therefore, the evidence for elements will be collated within the professional competencies' module, or alternatively observed during yearly visits to the setting either in person or virtually by a lecturer.

1. Support and promote children's early education and development

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Practice	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
1.1			✓	✓		✓				✓		✓		✓
1.2			✓	✓		✓				✓		✓		✓
1.3						✓						✓		✓
1.4														✓
1.5					✓	✓								✓
1.6						✓						✓		✓
1.7														✓
1.8												✓		✓
1.9						✓	✓					✓		✓
1.10					✓		✓				✓			✓

2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Practice	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early	Independent study: part 2	Professional Competencies
2.1						✓						✓		✓
2.2			✓											✓
2.3					✓	✓						✓		✓

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and	Supporting Learning in Early	Personal, Professional	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional	Pedagogy and Practice: Early	Independent study: part 2	Professional Competencies
2.4														✓
2.5														✓
2.6						✓						✓		✓
2.7														✓
2.8														✓
2.9				✓										✓
2.10				✓										✓
2.11														✓

3. Make accurate and productive use of assessment

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and	Supporting Learning in Early	Personal, Professional	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional	Pedagogy and Practice: Early	Independent study: part 2	Professional Competencies
3.1														✓
3.2														✓
3.3	✓			✓			✓					✓		✓
3.4														✓
3.5														✓

4. Develop effective and informed practice

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
4.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.2							✓				✓			✓
4.3							✓				✓			✓

5. Safeguard and promote the health, safety and welfare of children

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early	Independent study: part 2	Professional Competencies
5.1				✔			✔	✔	✔			✔	✔	✔
5.2				✔			✔					✔		✔
5.3				✔										✔
5.4				✔			✔					✔		✔
5.5														✔
5.6														✔
5.7				✔			✔	✔	✔			✔		✔
5.8			✔	✔			✔			✔		✔		✔
5.9														✔

Appendix 2

APPENDIX - MAPPING COMPENTENCIES

Competency 1 - Advocating for young children's rights and participation

1.1 Demonstrate how you listen to and work in collaboration with young children, individually and in groups.

1.2 Observe, support and extend young children's participation in their learning through following their needs and interests.

1.3 Support children to respect others by providing opportunities for their participation and decision making.

Competency 2 – Promote holistic child development

2.1 Explain, justify and apply in practice, knowledge of how infants and young children develop from conception to the age of 8 in terms of:

• neurological and brain development • cognitive development • communication and language development • personal, emotional and social development • physical development

2.2 Demonstrate and apply knowledge to practice of the factors that promote and impede holistic development and long-term outcomes. These include:

• individual circumstances • family circumstances • attachment • physical health • mental health • personal, social and emotional well-being • the impact of disadvantage and adverse childhood experiences • relationships with friends and adults • the importance of learning through play • the role of creativity • policy

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Competency 3 - Work directly with young children, families and colleagues to promote health, well-being, safety and nurturing care.

3.1 Explain what factors influence health and wellbeing.

3.2 Demonstrate the application of knowledge about health, well-being and safety to practice, including:

• the importance of policies and legislation • the identification of risks • know how to identify and respond when a child is unwell or injured and may require urgent and nonurgent medical situations • how to store and dispose of medicines • practice good hygiene • food preparation • safe waste disposal • how to use and maintain equipment and know how to access relevant training

3.3 Apply data protection legislation to practice.

3.4 Know and demonstrate how to complete a risk assessment and apply in practice.

3.5 Understand factors which influence nutritional health and integrate knowledge about current dietary guidance into practice, including early feeding and
weaning.
3.6 Demonstrate the application of knowledge and understanding about the importance of respectful nurturing care routines including:
• Personal care • Mealtime routines • Rest, sleep and 'quiet' time • Physical activity and mobility
3.7 Have relevant knowledge to support and manage children with on-going health conditions.
3.8 Demonstrate how to promote health and educate children and families about health-related matters.

Competency 4 - Observe, listen and plan for young children to support their wellbeing, early learning, progression and transitions
4.1 Know and understand the relevant Early Childhood curriculum frameworks and apply them in practice.
4.2 Apply a range of observation and research skills to co-construct young children's development, play and learning, encouraging independence and next steps.
4.3 Evidence the application of different theoretical perspectives when planning for young children's personal, social and emotional development.
4.4 Apply theoretical understanding to the range of transitions young children experience and how these can be effectively supported in practice.
4.5 Evidence knowledge of the importance of parents and/or caregivers and the home learning environment in infants and young children's development and learning.
4.6 Demonstrate knowledge and skill in listening to and communicating verbally and non-verbally with children and how to encourage their communication
skills, including situations where:
• English is an additional language • A child has special educational needs and/or disabilities.
4.7 Identify and apply pedagogical knowledge of how to develop enabling environments indoors and outdoors.
4.8 Explain and demonstrate understanding of the balance between child-led and adult-led activities.
4.9 Using real world contexts apply to practice theoretical understanding of:
• Language development • Literacy development (including early reading and writing) • Mathematical concepts

4.10 Evidence contemporary knowledge and skills in the use of technology and the role and appropriate use of digital literacies in young children's learning.
4.11 Enable young children to understand the wider world.

Competency 5 – Safeguarding and child protection
5.1 Know the wider legislative and statutory guidance for safeguarding including child protection, whistle blowing, digital safety and how these are articulated into setting policy.
5.2 Recognise when a child may be in danger or at risk of serious harm and the procedures that must be
followed.
5.3 Appreciate the importance of working with others to safeguard and promote the well-being of infants and young children.
5.4 Evidence advanced knowledge about child abuse, the wider theoretical perspectives about the causes of abuse and the potential implications for young
children's outcomes.
5.5 Apply knowledge of adverse childhood experience, including child abuse to individual planning to promote:
• resilience (including, managing challenge, self-efficacy and self-regulation) • early learning • health and well-being • next steps
5.6 Evidence and apply knowledge and understanding of how globalisation and technology may pose safeguarding risks for young children.
5.7 Know when to signpost to other services or designated persons within the setting to secure young children's safety and protection

Competency 6 – Inclusive Practice
6.1 Evidence knowledge, understanding and application in practice of pedagogy that supports inclusion.
6.2 Know how to identify infants and young children who may require additional support and how to refer to
appropriate services.
6.3 Demonstrate an understanding of statutory guidance for children with Special Educational Needs and Disabilities and Protected Characteristics.

6.4 Evidence skills in appropriate planning to address the care and early learning needs of individual young children with special educational needs and/or disabilities and Protected Characteristics.

Competency 7 – Partnerships with parents and caregivers

7.1 Evidence understanding of the importance of partnership with parents and/or caregivers in their role as infants and young children's first educators.

7.2. Demonstrate in practice the co-construction of learning in respectful partnership with parents and/or caregivers.

7.3 Apply knowledge to practice, about the diversity of family life and society.

7.4 Demonstrate skills in communicating and working in partnership with families.

Competency 8 – Collaborating with others

8.1 Evidence knowledge about the importance of creating successful, respectful professional relationships with colleagues and other professionals in and outside the setting.

8.2 Apply collaborative skills in practice, including effective listening and working as a member of a team and in multi-professional contexts.

8.3 Demonstrate an understanding of the barriers to working with others and how to address these in practice.

Competency 9 – Professional development

9.1 Demonstrate self-awareness and knowledge of anti-discriminatory practice, promoting social justice and the importance of valuing difference, including gender, ethnicity, religious affiliation and sexual orientation.

9.2 Evidence skills in enabling the voice of young children to be heard.

9.3 Evidence advanced skills in utilising reflective practice alongside research, to enhance your continual professional development in Early Childhood.

9.4 Draw on research to demonstrate knowledge of leadership and management and its importance and application in democratic and inclusive practice.

9.5 Recognise and evidence the importance of communicating effectively orally and in writing to others

Competency 1 – Advocating for young children's rights and participation

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
1.1	✓			✓			✓					✓		✓
1.2	✓			✓			✓					✓		✓
1.3	✓			✓			✓					✓		✓

Competency 2 – Promote holistic child development

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
2.1						✓						✓		✓
2.2			✓	✓		✓				✓		✓		✓

Competency 3 – Work directly with young children, families and colleagues to promote health, well-being safety and nurturing care

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
3.1				✓		✓						✓		✓
3.2				✓		✓						✓		✓
3.3								✓	✓				✓	✓
3.4														✓
3.5				✓										✓
3.6				✓	✓									✓
3.7														✓
3.8														✓

Competency 4 – Observe, listen and plan for young children to support their well-being, early learning progression and transitions

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
4.1						✓	✓					✓		✓
4.2						✓								✓
4.3	✓		✓											✓
4.4												✓		✓
4.5				✓		✓								✓
4.6					✓	✓	✓							✓
4.7					✓	✓						✓		✓
4.8						✓								✓
4.9						✓								✓

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
4.10						✓						✓		✓
4.11						✓						✓		✓

Competency 5 – Safeguarding and child protection

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
5.1			✓	✓			✓			✓		✓		✓
5.2														✓
5.3							✓			✓		✓		✓
5.4												✓		✓
5.5				✓	✓	✓								✓
5.6												✓		✓
5.7														✓

Competency 6 – Inclusive Practice

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
6.1					✓	✓								✓
6.2					✓									✓
6.3					✓									✓
6.4					✓	✓								✓

Competency 7 – Partnerships with parents and caregivers

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
7.1			✓	✓		✓								✓
7.2				✓										✓
7.3			✓		✓									✓
7.4				✓										✓

Competency 8 – Collaborating with others

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
8.1				✓			✓				✓			✓
8.2				✓			✓				✓			✓
8.3				✓			✓				✓			✓

Competency 9 – Professional Development

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
9.1					✓		✓				✓			✓
9.2				✓	✓	✓	✓							✓
9.3							✓				✓			✓
9.4					✓		✓				✓			✓
9.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping Exercise for HTQ

HTQ Duties	KSBs	Mapped to the new Modules
Duty 1 Promote the health and well-being of all children, self-regulation and resilience through learning rich environments, opportunities for challenging play and a healthy attitude towards risk taking.	K1 K2 K3 K4 K6 K7 K8 K9 K11 K14 K15 K16 K17 K18 K19 K20 K21 S1 S2 S4 S6 S10 S15 S16 S17 S18 S19 S21 S22 S23 B1 B2 B3 B4 B5 B6 B8	Level 4: Working together in Practice Level 5: Supporting and Assessing Learning in Early Childhood Education 0 credit: Professional Competencies
Duty 2 Provide playful, sensitive interaction opportunities that reflect children's needs, interests and motivations in order to facilitate and extend deep level learning.	K1 K2 K3 K7 K8 K9 K10 K11 K12 K13 K14 K15 K17 K18 K19 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S12 S13 S14 S15 S18 S23 B1 B3 B4 B6 B7 B8	Level 5: Supporting and Assessing Learning in Early Childhood Education 0 credit: Professional Competencies
Duty 3 Participate in and lead daily routines and practice, including children's' personal care, play and maintaining the physical environment.	K1 K2 K3 K4 K7 K9 K10 K11 K15 K17 K20 S3 S4 S6 S7 S8 S9 S10 S17 S19 S23 B3 B4 B5 B6 B7 B8	Level 5: Supporting and Assessing Learning in Early Childhood Education 0 credit: Professional Competencies
Duty 4 To be an effective key person and advocate for the child, supporting the child's developmental, emotional and daily needs within a secure and caring relationship. To ensure the effectiveness of the key person approach across the aspect or environment for which they are responsible.	K1 K2 K3 K4 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K19 K20 K21 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S15 S16 S17 S18 S19 S20 S21 S22 S23 S25 B1 B2 B3 B4 B5 B6 B7 B8 B9	Level 4: Individual in society Level 4: Working Together in Practice Level 5: Supporting and Assessing Learning in Early Childhood Education 0 credit: Professional Competencies
Duty 5 To take the lead and provide support in disseminating best practice in the use of observation, assessments and planning to meet children's needs and extend their holistic development within the aspect or environment for which they are responsible.	K1 K2 K3 K6 K7 K8 K9 K10 K11 K12 K13 K15 K18 K19 K21 S1 S2 S3 S4 S5 S6 S7 S8 S9 S12 S13 S14 S15 S16 S18 S20 S23 B1 B2 B3 B4 B5 B6 B7 B8 B9	Level 4: Individual in society Level 5: Supporting and Assessing Learning in Early Childhood Education 0 credit: Professional Competencies
Duty 6 Promote, demonstrate and facilitate a clear understanding of diversity and equality to support all children, including those with additional needs, those of	K1 K2 K3 K4 K5 K6 K7 K8 K11 K13 K14 K15 K16 K17 K18 K19 K20 K21	Level 5: Enabling environments: Equality, Diversity and Inclusion

high ability, those with English as an additional language and those with disabilities. To be able to use and evaluate distinctive approaches which engage and support inclusivity of all children within their social and cultural context.	S1 S2 S3 S4 S5 S6 S8 S10 S11 S12 S13 S15 S16 S18 S19 S20 S21 S22 S23 S25 B1 B2 B3 B4 B5 B6 B7 B8 B9	Level 5: Supporting and Assessing Learning in Early Childhood Education 0 credit: Professional Competencies
Duty 7 Ensure full compliance with all safeguarding legislation, policies and strategies at a national, local and setting based level are promoted, implemented and embedded respectfully within practice, providing appropriate support to colleagues as, or supporting, the Designated Safeguarding Lead.	K1 K3 K4 K5 K6 K7 K8 K16 K17 K18 K19 K20 K21 S2 S10 S11 S16 S18 S20 S21 S22 S23 S24 S25 B1 B2 B3 B5 B6 B9	Level 4: Individual in society Level 4: Working Together in Practice Level 5: Personal, Professional Development 0 credit: Professional Competencies
Duty 8 Demonstrate leaderful practice through the effective deployment of resources and practitioners keeping the child's voice and needs central to practice.	K1 K2 K3 K4 K8 K9 K10 K11 K12 K13 K15 K16 K17 K18 K19 S2 S3 S5 S10 S14 S15 S17 S18 S21 S22 S23 S25 B1 B2 B3 B5 B6 B7 B8 B9	Level 5: Personal, Professional Development 0 credit: Professional Competencies
Duty 9 Reflect and build on practice through ongoing professional enquiry and action research to contribute to the pedagogical approach of their setting. To be accountable for day to day practice, longer term planning, management and training within the specific aspect or environment for which they are responsible.	K2 K3 K4 K6 K7 K8 K9 K10 K11 K12 K13 K15 K16 K17 K18 S1 S2 S3 S4 S5 S6 S7 S9 S10 S14 S15 S18 S19 S21 S23 B1 B2 B3 B4 B5 B6 B7 B8 B9	Level 5: Personal, Professional Development Level 5: Practitioner research 0 credit: Professional Competencies
Duty 10 Establish engaging, inclusive and collaborative relationships and participate in multiagency meetings. Enable and facilitate practitioners to develop professional relationships with parents, carers and multi-agencies to meet the individual needs of the children.	K1 K2 K3 K5 K7 K8 K14 K15 K16 K17 K18 K19 S2 S4 S11 S13 S17 S18 S20 S21 S22 S23 S24 S25 B1 B2 B3 B5 B6 B9	Level 4: Tools for Learning Level 4: Working Together in Practice Level 4: Individual in society 0 credit: Professional Competencies
Duty 11 Commit to becoming a reflective practitioner, enhancing skills and knowledge to improve pedagogical practice. Guide and support the development of the reflective practice of others.	K1 K3 K4 K5 K7 K9 K10 K11 K13 K17 K18 K19 K20 S14 S15 S21 B1 B2 B5 B6 B9	Level 5: Personal, Professional Development Level 5: Supporting Learning and Assessment in Early Childhood Education Level 5:Practitioner research 0 credit: Professional Competencies
Duty 12 Initiate continuing professional development opportunities in response to identification of strengths and weaknesses both personally and within your team. Provide constructive feedback on points of practice on an informal day to day basis and contribute to formal performance management as necessary.	K11 K17 K18 K19 K20 S15 S16 S21 S22 S23 B2 B3 B5 B6 B9	Level 5: Personal, Professional Development 0 credit: Professional Competencies

Duty 13 Ensure compliance with all Health and Safety legislation, policies and strategies at a national, local and setting based level.	K10 K15 K16 K19 K20 S2 S5 S10 S17 S19 B1 B5	Level 4: Working Together in Practice Level 5: Personal, Professional Development 0 credit: Professional Competencies
Duty 14 Maintain effective administrative systems including development records, assessment, report writing and record keeping, such as risk assessments and safeguarding concerns.	K1 K2 K3 K5 K8 K11 K12 K13 K14 K16 K19 K20 K21 S1 S3 S4 S11 S12 S13 S 16 S18 S19 S20 S23 S24 B1 B5 B6	Level 4: Working Together in Practice Level 5: Personal, Professional Development 0 credit: Professional Competencies
Duty 15 Work in collaborative partnership with parents and carers in the planning, implementation and review of strategies in place to support children's experience, holistic development, learning and progress.	K2 K3 K4 K7 K8 K10 K13 K14 K15 K16 K21 S1 S4 S5 S6 S8 S9 S11 S12 S14 S18 S19 S23 S24 S25 S26 B1 B3 B4 B7 B8 B9	Level 4: Individual in society Level4: Working Together in Practice Level 5: Supporting Learning and Assessment in Early Childhood 0 credit: Professional Competencies
Duty 16 To lead and manage across the area, aspect or environment for which they are responsible for.	K1 K2 K5 K7 K16 K17 K19 K20 K21 S2 S4 S10 S11 S13 S14 S15 S16 S18 S20 S21 S22 S23 S24 S25 S26 B1 B2 B3 B5 B6 B8 B9	Level 5: Personal, Professional Development 0 credit: Professional Competencies

Appendix 3: Table to highlight potential career progression

Qualification	Entry Requirements	Current professional role	Full and Relevancy	Potential Future Employment Roles
FdA Early Childhood Education	One year experience Typically, Level three qualification	Examples of professional roles include but are not limited to: Childminder, nanny, foster carer, early help worker, children centre practitioner, nursery nurse, nursery practitioner working in PVI* sector, Teaching assistant working in reception, year one or year two

This list is indicative but not exhaustive. There may be professional roles that are applicable that have not been listed. | For those students considering full and relevancy in the future or who would like to consider the Graduate Practitioner degree, optional placement visits are embedded within the programme.

This programme is mapped to the QAA Benchmarks.

The foundation degree is a level 5 qualification that does not provide full and relevancy. It does however, provide the first two years of a full degree. | This list is not exhaustive, there may be further opportunities that are not listed here. This table serves to provide an overview.

If a student does not have a full and relevant level 3 qualification, they will be counted in ratios within a PVI setting at level 2.

If a student is employed in a nursery setting and holds a full and relevant level 3, this qualification may help to gain leadership positions in PVI settings.

If a student works in a school and is considering going on to teaching, this degree offers the first two years of a full three-year degree.

This qualification may help you gain employment in early help/children's centre roles. |
| BA (Hons) Early Childhood Education | Three years' experience 240 credits – typically a foundation degree | Examples of professional roles include but are not limited to:

Childminder, nanny, foster carer, early help worker, children centre practitioner, nursery nurse, nursery practitioner working in PVI* sector, Teaching assistant | This degree does not have the entry requirement for maths and English. Students who do hold maths and English qualifications at functional skills or higher can be considered full and relevant providing the student takes | This list is not exhaustive, there may be further opportunities that are not listed here. This table serves to provide an overview.

This degree may provide opportunities to go on to teaching in the future but please note, GCSE's are likely to be required for primary and secondary teaching roles. |

		working in reception, year one or year two	the opportunity for placement visits.	Students could go on to do an MA in a related subject, for example, Education; Early Childhood; Childhood, Youth and Families; some social work MA's; Special Educational Needs, Disabilities and Inclusion; Business.
			Without maths and English qualifications, this degree is not considered full and relevant. Therefore, unless a full and relevant level 3 has already been achieved, students will be counted in ratios at level 2.	Students might use this degree to go on management positions outside of the PVI sector.
			For those students considering full and relevancy in the future, optional placement assessments are embedded within the programme.	Students may be employed in early help roles by a local authority. Students may work in behaviour units or mental health initiatives.
			Full and relevancy may only apply to those students who wish to be counted in ratio in a PVI setting.	Students may go on to teach a related subject in a further education college. Students may be employed a pastoral capacity within a school.
			This degree is mapped to the QAA Benchmarks.	
BA (Hons) Early Childhood Education (Graduate Practitioner) including Full and relevant	Three years experience 240 credits – typically a foundation degree Maths and English Functional Skills level 2	Examples of professional roles include but are not limited to: Childminder, nanny, foster carer, early help worker, children centre practitioner, nursery nurse, nursery practitioner working in PVI* sector, Teaching assistant working in reception, year one or year two	This degree is full and relevant. It is mapped to the full and relevant criteria, the Early Childhood Studies Degree Network Graduate Practitioner Competencies. The course is mapped to the QAA benchmarks and is assessed in practice.	This list is not exhaustive, there may be further opportunities that are not listed here. This table serves to provide an overview. Students will be qualified to be in ratios at level 3. Please note that to be included in ratios at level 6, a further teaching qualification may be needed, for example, Primary Teaching Studies with Qualified Teacher Status/Early Years Teacher Status.

			This degree also provides an additional sector endorsement through the Early Childhood Studies Degree Network's Graduate Practitioner (GP) Competencies. This endorsement provides reassurance to employers that a student is considered full and relevant and they have met the GP competencies assessed throughout the degree.	This degree may provide opportunities to go on to teaching. Please note full GCSE's are required for Primary and Secondary teaching courses. Students could go on to do an MA in a related subject, for example, Education; Early Childhood; Childhood, Youth and Families; some social work MA's; Special Educational Needs, Disabilities and Inclusion; Business. Students might use this degree to go on management positions outside of the PVI sector. Students may be employed in early help roles by a local authority. Students may work in behaviour units or mental health initiatives. Students may go on to teach a related subject in a further education college. Students may be employed a pastoral capacity within a school.

This list is not exhaustive and there may be other applicants that would need to be viewed on an individual basis.

People who need full and relevant are typically working in the PVI sector in ratio.

*(with full and relevancy at level 3 or pre 2014 qualification)

** children's centre staff not ratio bearing